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ABSTRACT

Reports from contact schools in twelve countries participating in the Council of Europe's project on innovation in primary education are summarized in this paper. It begins with tables providing an overview of the schools participating in the project and their specific projects. Following this are detailed reports from each country. Countries are: Austria, Cyprus, Denmark, Federal Republic of Germany, Finland, Greece, Italy, Netherlands, Norway, Sweden, Switzerland, and United Kingdom. For each country the following areas are covered: (1) theme of the project; (2) objectives of the project, including effects on the pupils, teachers, parents, schools and other authorities, and the public; (3) teachers' interests; (4) means to implement aims, including specific teaching methods, training, theoretical discussions and development, teaching aids, and staff arrangements; (5) advice from specialists; (6) criteria for decision-making; (7) flow of information; (8) evaluation; (9) finance; (10) cooperation; and (11) advantages from exchanges. (IS)

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COUNCIL FOR CULTURAL CO-OPERATION

Project No. 8 on
"Innovation in primary education"

THE SCHOOL CONTACT PLAN

Reports submitted by
the Contact Schools, describing their innovation projects

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AUSTRIA

FULL DAY GRADE SCHOOL

Social framework - environment - village, town, region	City of Vienna - urban environment - different social backgrounds
School context - school population, age, number	"Full day school" 240 children (4 grades, 2 classes each, each class 30 children) Ages 6-10
Methods - contents teaching aids	Organisation of the school day: - teaching lessons - recreational courses (138) - prep-lessons
Problems - educational, financial	Limited number of schools because of financial problem. Need for more "full day schools"
Evaluation	Full day's school work: - stress reducing; - reducing school anxiety; - children become self-motivated and self-sufficient and have a high degree of self-esteem; - their creativity can be expressed in the recreational courses; - socially integrating; - training field for social contacts and behavioural patterns; - problem solving; - finding personal answers and solutions.
Educational research	- This innovative type of school has been tested and is in use since 1974; - Has been institutionalised.
Transferability	Where the environment is given (room, space, staff and money)
Reports/visits	Constant contact between the nine full day schools in Vienna: visits, lectures, discussions etc.
Others	

CYPRUS

a. Integration of subjects (units)
b. Organisation of the school community for participants

Social framework environment - village, town, region	Town - one school which can multiply its innovating ideas through a number of other schools and the students of the Teachers' College of the county
School context - school population, age, number	School context and population (5 1/2 - 11 age group) 280 pupils
Methods - contents teaching aids	Administration; school teachers; parents; pupils.
Problems - educational, financial	Both, but mostly financial
Evaluation	The project can be evaluated if we find and specify the control groups
Educational research	It is needed and can be organised.
Transferability	The innovation is transferable after an inservice training of teachers
Reports/visits	Both. Collect and send reports and exchange visits.
Others	

DENMARK

Social framework environment - village, town, region	The school is situated in a new area in Horsens (55,000 inhabitants)
School context - school population, age, number	One school (open plan). In the school we have 1000 pupils - only 115 are involved in our project. 10 year olds - 3rd class.
Methods - contents, teaching aids	Based upon the children and their situation (present - future) learn to plan their own life, a broader meaning of work.
Problems - educational, financial	No extra money Need more teachers
Evaluation	Every week among the teachers - every day with children. Each year - report.
Educational research	"Folkeskollens Forsacrad"
Transferability	Yes
Reports/visits	Yes
Others	

FEDERAL REPUBLIC OF GERMANY

"Let's learn our neighbours' language"

Social framework - environment - village, town, region	Four schools in the same part of Freiburg (population 20,000). Modern district. Social mix.
School context - school population, age, number	Primary school, years 3 and 4. Ages 8-10. Pupils take part voluntarily.
Methods - contents teaching aids	Audio-visual method using basic French vocabulary.
Problems - educational, financial	- Interesting the parents. - Money for exchanges of pupils, teachers and
Evaluation	- Tests. - Exchanges with French schools. - Pupil enjoyment.
Educational research	French Department, Pädagogische Hochschule
Transferability	To approximately 150 schools along 30 kms of the French-German border.
Reports/visits	Teacher and class exchanges desired. Working party meetings.
Others	We want to enrich and diversify our own teaching approach.

FINLAND

Social framework environment - village, town, region	Linnala comprehensive school is situated in the town of Imatra (urban area). The town is in the south-east part of Finland near the Russian border.
School context - school population, age, number	- There are altogether 253 pupils and 11 teachers; - The school consists of six classes; - Pupils are from 7-12 years of age.
Methods - contents teaching aids	- Flexible grouping of pupils and differentiation; - No special equipment; - Co-operation of teachers.
Problems - educational, financial	- How to use pedagogical information in decision making of the grouping of pupils; - No financial problems.
Evaluation	- Continuous discussion of teachers; - Project group in the municipality and reports to the National Board of Education.
Educational research	- Follow-up study done in the university of Jepasbyla.
Transferability	- Is transferable to any school in a country which has decentralised the decision-making power.
Reports/visits	- Reports during the school year and at the end of a year; national seminars; teachers act as lecturers.
Others	- Project continues 1982-83 1984-85.

GREECE

Social framework environment - village, town, region	Urban area of Athens with a high population density, the main economic activities of parents are: public and private servants, scientists and workers.
School context - school population, age, number	In the same building two other schools are established with pupils aged 5/6 - 11/12. Over-populated classes in the 128th primary school.
Methods - contents teaching aids	- Indirect teaching methods; - Special teaching aids; - Discussion and communication with and between teachers and parents.
Problems - educational, financial	- Motivation for teachers, encouragement and economic allowances; - Financial support to buy teaching materials and equipment.
Evaluation	- Diagnostic evaluation; - Continuous informal evaluation; - Summary evaluation (?);
Educational research	The project is not authorised by a scientific research team.
Transferability	We expect to disseminate the innovation in other schools.
Reports/visits	We should say that reports and visits are necessary for the interchange of information and experience.
Others	Close co-operation of participants with the permanent representatives in the CDCC's Project No. 8.

ITALY

Civitavecchia (Rome)

Linking infant school (age 5) and primary school: laying the foundations for future learning:

Social framework environment - village, town, region	Urban district, small town, industrial
School context - school population, age, number	Buildings with 80 teachers, 20 of whom are taking part in the project. 160 pupils. Ages 5, 6 and 7.
Methods - contents teaching aids	Team of teachers to each group of pupils, weekly programme, structured material, mass media, cards.
Problems - educational, financial	Logically sequenced teaching units (Bruner, Piaget) for mother tongue and maths.
Evaluation	By the teaching team and using tests designed by psychologists.
Educational research	Supervision by Central Inspectorate.
Transferability	Curriculum reform is due to take state education in this direction.
Reports/visits	Numerous reports sent to various schools, countries. Visits received and welcomed.
Others	Introduction to a foreign language at age 7.

NETHERLANDS

"Creating a new type of integrated school"

Social framework environment - village, town, region	Lower and middle class. Former village that has become part of a town.
School context - school population, age, number	4-11/12 years of age. There are a lot of children with learning difficulties. 280 children.
Methods - contents teaching aids	- New curricula based on observation and stimulation of underlying development; - New arrangement of the classroom; - Mixed age grouping.
Problems - educational, financial	- The need to have a good relationship with each child to be able to organise individual and group activities.
Evaluation	
Educational research	- Observations etc to discover the development of "spontaneous reading" and activities that stimulate the development of number.
Transferability	- A lot of schools in Zealand use our discoveries and experiences in the development of their school; - The Educational Centre of Zealand uses the experience with us to improve their own ways of working with schools.
Reports/visits	
Others	

NORWAY

Social framework environment - village, town, region	Outside Kristiansand - a town, very good social environment with great support from the parents.
School context - school population, age, number	Verdasen is a "pilot" school. Today the same innovation is on a large scale at national level. 300 students, aged 7-13.
Methods - contents teaching aids	- The learning process "how do children learn"; - Change of the teacher rate; - Organising the learning environment; - Teaching appropriate for the pupils.
Problems - educational, financial	- Time for planning and team-work; - Getting the teacher training more involved.
Evaluation	A continuous process - regular staff and team meeting.
Educational research	Education department - University of Trondheim de Trond Eilir Hauge
Transferability	Local and national wide initiated by courses - school visits - films.
Reports/visits	Reports, books - films - videos are made. Visitors come.
Others	

SWEDEN

Social framework environment - village, town, region	A small town (1500 inhabitants), mostly with villas.
School context - school population, age, number	One school, but many are very interested and try in the same way. There are 35-40 adults on the staff. The children are aged 1-12 (about 200 pupils). The staff work together, plan activities, and are substitutes for each other.
Methods - contents teaching aids	Several teachers are inspired by Montessori. They use home-made aids more than books. "The book must be the tool not the master". We try to teach the children how to plan their own work and to take responsibility, to be active.
Problems - educational, financial	Not many. If extra resources are needed, it is not a good project. We would like to have money to visit other schools.
Evaluation	Staff meetings every month. Questionnaire to the parents. Discussion with the pupils every week.
Educational research	We are not part of a big research but there is research in Sweden to bring pre-school and school closer together.
Transferability	
Reports/visits	We have written reports of our own, and we send them to those who are interested. We have many visitors and we would like to visit other schools working in the same direction. Money is our only problem. There is no official name for the project, but someone has said "Fajans-school, a look at a school of the future".
Other	

SWITZERLAND

SIPRI: FUNCTIONS AND FORMS OF PUPIL ASSESSMENT

Social framework environment - village, town, region	Zug, population 20,000 various parts of the town.
School context - school population, age, number	Primary school, 6 classes, ages 7-13. Approximately 120.
Methods - contents teaching aids	Research into assessment/ individualisation/communication
Problems - educational, financial	Interesting teachers, parents, and the municipal and cantonal authorities. Money available only for training.
Evaluation	Pupil enjoyment. Teacher satisfaction.
Educational research	SIPRI national project.
Transferability	Probable and desired.
Reports/visits	Meeting with colleagues/project work.
Others	When the experiment ends we want to be a model for other schools.

UNITED KINGDOM

Literacy/Involvement Programme

Social framework environment - village, town, region	Artisan/multi ethnic Some social deprivation Mobile shift 10% per year population
School context - school population, age, number	3+ - 11+ Roll 200+
Methods - contents teaching aids	Multi-faceted and various Wide range of material desirable
Problems - educational, financial	Restrictions on time-table freedom. Committment to scheme essential.
Evaluation	Effective and beneficial
Educational research	Result of Tizzard research findings in Maringey (Thomas Caram Inet)
Transferability	Widely adaptable
Reports/visits	Report submitted. Visited by colleagues of similar programme - then adopted.
Others	Parental (client) involvement crucial.

AUSTRIA

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1. THEME OF THE PROJECT

It is a new type of school, called "Ganztagsschule" = school with extended daily attendance, or "full day school".

2. OBJECTIVES OF THE PROJECT

Effects on the pupils:

- All children, especially less gifted ones, profit by the flexibility of the organisaation of the school day = interspersed recreational units enable them to relax and to collect new energy for following teaching lessons.
- The practice and revision periods (prep-lessons) under the professional guidance of teachers prove to be far more effective than "homework".
- Children generally become quickly very self-sufficient, self-reliant and have a greater self-esteem as a result of individualised learning methods in the prep lessons.
- Being accustomed to deal with, and relate to two or more teachers from first grade on, improves the children's readiness to initiate social relations. They have less difficulties to adjust to new situations, such as change of schools, etc.
- The children's social behavioural patterns towards one another improve through the opportunity of sharing experiences in flexible groups during the recreational periods. Problem-solving situations are being practised constantly.

Effects on the teachers:

- Teachers learn to know their pupils from many different aspects as a result of their work in both = classroom and recreational activities. This benefits their educational work as well as their teaching methods.
- The teacher has total responsibility for his student's progress and more influence on their upbringing and development of character. This leads to a closer relationship with his students and more dedication to his work.

Effects on the parents:

- The fact, that there is no written homework (the effect of which is often overestimated) and that there is no school on Saturdays, leaves more time for, and improves, family life at home. The extended time of attendance at school guarantees the physical and psychological welfare of the children; thus relieving the pressure on parents, who cannot look after their offspring on weekday afternoons.

- Parents generally have a very positive attitude towards our school and support our goals. They like to take part in school activities, often help preparing and planning school festivals, accompany trips and outings, ...
Our PTA is very active and organises bazaars, exhibitions, lectures, ...

Effects on school authorities:

- Schools of our type are especially equipped to create a "home-like" atmosphere (wall-to-wall carpeting, curtains, special furniture, ...) We are also well equipped with technical instruments (each classroom has its own radio cassette recorder, overhead projector, etc) and teaching utensils. Our type of school requires about 50% more financial means than regular schools. Therefore there are only nine "full-day" schools in Vienna and two more outside of Vienna.

Effects on other schools/local authorities:

- Our school type is very attractive to parents and as a result all "full day" schools in Vienna have reached their full capacity (30 children per class). Surrounding regular schools have felt a migration and have approximately 25% less pupils per class.

- Local authorities in the boroughs show a very positive attitude and give us full support, also financially. (Providing additional equipment for our school)

Effects on the public:

- Financial support by major banks.

- Publications in newspapers.

- Curiosity and interest manifested by the number of pupils.

3. TEACHERS' INTERESTS

. Greater availability towards the children's problems and needs; improvement in the quality of co-operation with the pupils in terms of "team work".

. Teachers have to be more idealistic and motivated to work in this school type.

4. MEANS TO IMPLEMENT THE AIMS

Specific teaching methods:

. Teaching lessons concentrate on securing the matter immediately with built-in phases of exercise and practice, thus reducing stress and school anxiety.

. The mutual effect of work and recreation periods also leads to a more relaxed atmosphere and lessens the stress.

. The recreational courses (there are 138 different courses offered right now in Vienna's nine "full day" grade schools) promote creativity, reduce stress and improve the ability to spend free time at home more meaningful.

Training courses, discussions, group work:

. Training courses, discussions, seminars, classroom demonstrations, etc are being offered by specialists or by "regular" full day school teachers.

Theoretical discussions and development:

. The fundamental idea of our "full day" school surely is the reduction of tension, stress and school anxiety through a system of a more relaxed arrangement of the school day and a friendly, home-like atmosphere, thus achieving better educational results. This innovation project was started in Vienna in 1974.

Adaptation and development of teaching aids:

. The innovation roots in the organisation of the school day. No special teaching have been developed for this project.

Specific staff arrangements

. In order to be able to cover the necessary exercise and revision programme as far as it is not included in the number of lessons provided for in the syllabus, as well as for the individual learning of students, a daily prep-lesson is being held. The prep-lesson is attended by either two teachers for the whole class or by one teacher for half the class. This is to ensure individualised learning in small groups covering short periods of time. The courses are being held by teachers with appropriate

training. The students can choose from a variety of programmes offered, not bound to their own class. They also can take part in a number of unguided recreational activities (without having to take part in one of the recreational courses). The admission of the student to one of the recreational groups is being carried out after consultations with the teachers concerned, in accordance with a written statement by the student's parents. There are recreational courses covering one year, six months or even less. During the stated duration of a course, a student can change from one to another in cases where reasons are given and after consultations with the teacher holding the course. Students can be excused from a course on certain days if their parents wish so.

. Teachers are reimbursed for their longer time of attendance.

5. ADVICE FROM SPECIALISTS

. It is to be said, that all nine "full day" schools in Vienna are in constant close contact and that continuously lectures, teaching performances, seminars, etc take place at either one school. There is a living exchange of thoughts, ideas and information in any chosen field.

. It should also be mentioned that, in order to assure a smooth co-operation of parents and school, parents are being prepared for and informed thoroughly about this type of school well in advance of their children's first school day.

6. CRITERIA FOR DECISION-MAKING

. "Full-day" schools go by the generally valid curriculum of standard schools.

. The organisational framework in use has proven effective, minor changes or the introduction of new ideas are being discussed by all staff members and the principal on monthly meetings. They have to be approved by the principal and all staff members.

7. FLOW OF INFORMATION

. Seminars, lectures, etc are being announced in print by the school authorities.

8. EVALUATION

. It seems, that this type of school really fills a void and is in great demand. The results are positive for all parties involved (of course, there's always room for improvement in living situations like school is ...). There already is a need for more schools of this type. But the extension of our school type is a financial problem as well as a political matter.

9. FINANCE

. The project is financed by the state and by municipal funds.

10. CO-OPERATION

. Teachers who join our type of school know beforehand that co-operation is the key to success in this system.

11. ADVANTAGES FROM EXCHANGES

. Co-operation, exchange of thoughts and experiences are very important in terms of further development; whether it is on a national, or international level. Since I am a newcomer to this project, I have to learn to know it. I am sure, international co-operation in the field of education can only lead to enlightenment for all of us.

CYPRUS

Mr Nicos LEONTIOU
Inspector of Schools
KORNESIOS Primary School
Nicosia
Cyprus

Kornesios Primary School, being of common interest to the Pedagogical Academy (Teachers' Training College), the Ministry of Education, and the other primary schools of the island undertakes a mult-dimensional role in order to keep in touch with a number of innovating educational activities.

THEME OF THE PROJECT

1. Our innovation project lies on the following two themes:

1.1. Integration of subjects (units)
- Vertical and horizontal grouping
- Team teaching
- Individualisation of instruction

1.2. Organisation of the school community with an active participation of the pupils.

2. OBJECTIVES OF THE PROJECT

2.1. Through the integration of subjects and the organisation of the school community with the participation of pupils, the following are expected:

- A higher interest and productivity by both pupils and teachers.
- Full use of pupils' capabilities in all areas of learning (cognitive, affective, psychomotor).
- Reinforcement of the co-operation between children and teachers on the one hand and teachers-children-parents on the other.
- Group participation in decision making.
- Examination of units covering real life and environmental situations.
- Improvement of the school climate in order to offer better learning situations.
- Introduction of the open communication system, enrichment of the pupils responsibilities and initiative.

2.2. Effects on the pupils

Through this project, pupils will improve their self-image and pesonal capabilities, their sociability and sense of co-operation. Their full participation in planning their objectives and carrying out the several activities as well as the evaluation of their own and group results, will strengthen their sense of responsibility.

2.3. Effects on teachers

Increase of effectiveness in their teaching, improvement of co-ordination among personnel, higher morale, openness in criticism, full use of specialisation and development of the organisational climate, will be some of the effects on teachers.

2.4. Effects on parents

By involving them in the different faces and processes of the project, parents will have to offer and at the same time gain a lot. Surely their interest for school matters will increase whilst they will ensure their image of the schools' development. Quite a number of them will have to offer help in areas of specialisation for whole classes, groups of pupils and individuals.

2.5. Effects on different authorities and others

They are as follows:

- The educational authorities (inspectors, advisers etc) in co-operation with the schools' personnel, are on a permanent give and take situation, sharing ideas and experimenting on new innovations.

- The Pedagogical Academy personnel teach (themselves) in several cases at the school whilst teachers of the school have prepared over 70 lessons and a number of micro-teaching units for students of the academy, to attend this year.

- Kornesios is on a permanent cultural dialogue with parents and the community. At least three times a year the pupil-community organises music, sports and other cultural activitities, which are attended by a great number of parents and other members of the public.

3. TEACHERS, INTERESTS

All teachers in the school are generalists, interested in the teaching of every subject. Their educational background ensures that. Some of them can also manage effectively special subjects such as: music, drama, art and physical education.

The school climiate is such that gives the opportunity to every member of the staff, not only to teach in the area of his/her interests but also to experiment in any new area.

4. MEANS TO IMPLEMENT THE AIMS

In order to achieve in any innovative project any school is obliged to implement a number of procedures. In our case the strategy has been based on stages as follows:

4.1. Acceptance by all members of the staff of the four principles: - work with groups - team teaching - individualisation and - instruction of the whole class.

4.2. Co-operation of teachers in small groups and acknowledgement of a leader.

4.3. Weekly teacher meetings.

4.4. Attendance of inservice training courses, organised by the Pedagogical Institute and the inspectors.

For the accomplishment of the above and the introduction of an openness in facing educational problems, arising at the stage of the implementation of the project, teachers accepted and set into everyday practice the following:

- personal studies on various aspects of the project with specific papers and suggestions on teachers meetings;

- full use of every place and corner of the school building;

- enrichment of means and media through the market but mostly through self preparatory workshops.

5. ADVICE FROM SPECIALISTS

Advice for animation, techniques, problem solving, information, identification of sources etc was mostly sought through the school's head teacher and the school's inspector for general subjects.

Subject specialists (music, physical education, etc) and teachers of the Pedagogical Academy gave their opinion for the development of the project on every aspect that teachers sought their advice.

At the same time the school was open for other teachers groups of foreign teachers visiting the country and teachers on inservice training courses at the Pedagogical Institute, to attend lessons and exchange ideas with the head teacher and the other personnel. These visits usually exceed the number of 20 for each school year.

6. PHASES OF THE PROJECT

6.1. Documentation of the decision for undertaking the project.

6.2. Discussion with teachers, pupils' school's authorities and when needed with parents about the implementation of the innovation.

6.3. Clarification during meetings, of the theoretical background underlying unit teaching, flexible grouping, individualisation together with the practical phases of the project and the undertaking of roles.

6.4. Selection of the unit, the objectives to be sought, the activities to be organised and the media to be used.

6.5. Preparation of pupils and teachers for the co-operative spirit and action needed.

6.6. Agreement on the evaluation to be carried out and the feedback to be collected.

7. CRITERIA FOR DECISION-MAKING

The school staff, in close co-operation with pupils, is free to decide and prepare any suggestions for decision making. So we followed these lines:

- Discussion of subjects with pupils in the classroom and decision as to conclusions to be reached.

- Pupils were involved in the preparation of objectives and the activities.

- New ideas and innovations could never be imposed on any one because pupils or teachers could even vote against anything they did not agree on.

8. FLOW OF INFORMATION

In the school there exists an open communication of ideas. Everything is discussed during staff and pupils' meetings held whenever needed. Educational authorities are informed through frequent meetings or through staff minutes sent to the education office every week. Parents information is usually made through meetings with the parents committees or through the head teacher's circulars.

9. EVALUATION

As mentioned, evaluation is a vital part of our planning and is faced in all its forms, as follows:

- Pre-testing is carried out on several occasions before getting on with a unit, in order to achieve the stage of knowledge so as to set or differentiate objectives and groups.

- A formative evaluation is in action during the process of the project and the teachers keep some notes or records for each child.

- At the same time pupils are encouraged for everyday discussions and self-evaluation.

- The head teacher in co-operation with teachers carries out an oral and written summative evaluation, keeping records for any other persons interested (parents, authorities) to be informed.

10. FINANCE

In our educational system there are no special provisions for the financing of such projects. Small sums of money though, are available for medid or books from the PTA's fund.

11. CONCLUSIONS FROM THIS WORKING METHOD

- Improvement of the school's organisational climate. High motivation, and preservation of spirit and interest.
- Improved results in the domains of co-operation, involvement of pupils, parents, public.
- Additional desire of all participants for improved results in educational development.
- Introduction of new approaches, preparation of new media.
- Achievement of variability in decision making and mutual setting of ways and means of acquainting higher results.
- Improvement of social situations, pupils initiative and ensuring of common aims.

12. ADVANTAGES FROM EXCHANGES

At the local level we organise exchanges, as mentioned before, with all kinds of advantages. Exchanges on international level will be very welcomed because they will:

- Ensure our educators that what they try and what they imply or introduce in schools stands valid and can be internationally compared or on the contrary it needs improvement.
- Exchange ideas, means and experience with other colleagues working in similar educational areas.
- Improve and promote international understanding and co-operation among schools participating in the project.

13. OUR TEACHERS WOULD LIKE TO STUDY INNOVATIONS IN THE AREAS OF:

- Creative drama
- Self-evaluation systems
- Production of creative oral and written language
- New approaches in first reading.

14. CO-OPERATION WITH PROJECT NO. 8 AND THE CONTACT SCHOOLS

In order to co-operate with CDCC's Project No. 8 and the contact schools we are interested in the following:

- Exchange of visits
- Exchange of media (audio-visual, written informational material etc)
- Exchange of teachers
- International meetings

DENMARK

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1. THEME OF THE PROJECT

The theme of our innovation project is to develop a new and wider idea of school work, by means of a pedagogy which is based upon the children's needs, experiences, curiosity, interests and present and future situation in society - and not upon the various subjects. (We are inspired by Freinet.)

2. OBJECTIVES OF THE PROJECT

Because of the children's situation in today's society, (look at page 2 in our description of the innovation project) (Appendix 1) we hope to make effects on them, for instance concerning self organisation, making their own choices, so that they can get personal and social self-confidence and at the same time work with something which is meaningful and which can be used by others.

The work is mostly workshop orientated.

As examples can be mentioned:

mathematics;
theme work;
free composition;
drama and free forms of expression;
correspondence;
reading;
printing;
cooking;
painting;
pottery;
textile design and woodwork.

The effects of the teachers must be to develop another teacher role. The teacher's work must consist of finding an answer to how he can contribute to developing the abilities and identity of the individual child, both as an individual and as a member of the society.

And of course we also hope it will have some effects on our parents. We hope that they see the necessity of changes in the school, and that they will try to understand their child and its situation.

Our project has inspired other teachers in our school to make changes. Other teachers from other schools often visit us in order to study our way of working. And we often give lectures on our innovation project.

3. TEACHERS' INTERESTS

We think the problems in our project are common to all teachers.

4. MEANS TO IMPLEMENT THE AIMS

4.1. We don't have a specific teaching method. But it is not only a question of developing another method or finding another subject or subject content. The task is no doubt more total, complete and comprehensive, it must be of decisive importance to develop a pedagogy which takes its point of departure in the child's needs, experiences, curiosity and interests. We want them to be filled up by themselves.

4.2. We go to all the training courses which are relevant to our project. And once a week we have a meeting where we discuss all problems. (We are six teachers in our team).

4.3. We are five classes with a total of 115 pupils and six teachers, of which one teacher has his teaching hours distributed on all five classes, and five teachers have one class each in almost all the lessons of the class.

4.4. On our weekly team meeting we sometimes have theoretical discussions, so that the theory can have some effects on our practise.

4.5. We run our innovation project inside the normal budget of the school. It is not likely to dream of further resources with the present economic situation in Denmark.

5. ADVICE FROM SPECIALISTS

We have not sought help from one special expert, but we have read a lot of articles and participated in a lot of courses.

6. PHASES OF THE PROJECT

It must be a question of developing another pedagogy and hereby another teacher role with a broader conception of the function of the school.

The perspective for the children is characterised by fundamental uncertainty. How few/how many of them will get a job? Will the coming generations ever have a chance of getting a job? And what kind of job?

It seems like the work done by the school must qualify for two things by working for a qualification to the paid work of this society as well as to unpaid work which undoubtedly will take a greater part of our life.

7. CRITERIA FOR DECISION-MAKING

Every year we have to make an application to "Folkeskolens Forsøgsrad" in order to get permission to carry out our project.

If the application is accepted we have much freedom for experimentation, but that is only official. There are however a lot of practical obstacles. (We have not all the possibilities we could wish, for instance economical, and we could also use more teachers in our team.)

8. FLOW OF INFORMATION

It is a duty for us to make a report on our project to "Folkeskolens Forsøgsrad". (One every year, look at point 2.)

9. TYPE OF EVALUATION

This report (point 8) is a sort of evaluation for us, and we do not know how or when our project will end.

10. FINANCE

Every teacher in our team gets paid for one hour a week. We use this hour for meetings where we discuss problems and what to write in our report.

11. CO-OPERATION

We think it would be impossible to make any innovation work, if you were alone, because it is important to support, discuss and get ideas from each other. The co-operation is therefore a valuable thing.

12. ADVANTAGES FROM EXCHANGES

It would be invaluable to have new impulses and ideas and criticism from others - and to exchange experiences. It would be valuable on all levels. At the present moment we do not have these possibilities.

13. We would like to study the same types of innovation as our own and innovation projects dealing with modern technology and problems connected with this subject.

FEDERAL REPUBLIC OF GERMANY

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1. PROJECT OF THE THEME

"Let's learn our neighbours' language"

2. OBJECTIVES OF THE PROJECT

To enable pupils to express themselves in our neighbours' language in a few specific real life situations.

- To motivate teachers to teach our neighbours' language.
- To encourage parents to let their children learn our neighbours' language and possibly learn it themselves.
- To adopt an innovatory approach.
- To be a model for other schools, municipalities and regions.
- To interest the media in the project, and through them the public.

3. TEACHERS' INTERESTS

Enriching and diversifying their own teaching methods. Opportunities for contact with other teachers (project colleagues and teachers in the neighbouring country). Developing their own active knowledge of the neighbouring language.

4. MEANS TO IMPLEMENT THE AIMS

i. The method we have tested and developed is "Voilà", published by Diesterweg, an audio-visual course built round basic vocabulary appropriate to everyday situations in children's lives.

ii. Special training at the Pädagogische Hochschule. Setting up of a working party.

iii. Project schools in the same part of the city.

iv. Research by the French Department, Freiburg Pädagogische Hochschule.

v. The working party produced the "Voilà" book in collaboration with Freiburg Pädagogische Hochschule.

vi. For the time being, alas, we are totally reliant on teachers' good will.

5. ADVICE FROM SPECIALISTS

Technical expertise and co-operation from the French Department, Freiburg Pädagogische Hochschule.

6. PHASES OF THE PROJECT

The experiment began in 1968 at a Freiburg primary school, the Albert-Schweitzer Schule I, at the headmaster's instigation. In 1972, the Land of Baden-Württenberg recognised the experiment and extended it to five schools, with overall supervision by the Pädagogische Hochschule.

French teaching is continuing although the experimental phase ended in 1976.

Our working party intends continuing, but putting the emphasis on exchange situations.

7. FLOW OF INFORMATION

Information is supplied to:

- schools (teachers, inspectors, etc);
- parents;
- the media (press, radio, TV).

8. EVALUATION

The assessment criterion is the quality of the exchanges with the neighbouring country. We would like to have more exchanges so as to develop understanding of our neighbours' way of life.

9. EXCHANGES WITH OTHER SCHOOLS

We are looking for schools where there would be:

i. teacher exchanges with a neighbouring country. Teachers should be able to be full members of the staff of the foreign school;

ii. pupil exchanges of some duration;

iii. exchanges of education officials.

FINLAND

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1. THEME OF THE PROJECT

Name of the project: Lower-level time resource quota system experiment at Linnala Comprehensive School.

2. OBJECTIVES OF THE PROJECT

Experiment themes were derived from the general national goals prescribed for the experiment. These themes are in line with the general goals.

The experiment themes set out to investigate how the time resource quota system can be employed:

- to form flexible teaching groups and thus to facilitate and intensify streaming solutions and in other respects improve the teaching arrangements, co-operation between teachers and subject integration;

- to assist temporary teachers in their task of teaching and educating.

One special task for Linnala school was to decide whether it is possible to leave the pupils in one grade undivided into basic teaching groups and how their instruction can be organised using flexible teaching arrangements.

The project aims to influence:

- pupils, so that each may receive the best possible education corresponding to his individual potential;

- teachers, so that they may be aware of the problems encountered by pupils in their school work and learn to aim their resources and skill at eliminating these problems;

- parents, so that they may be willing to co-operate with the school over their children's education;

- the education authorities, so that their actions may support the work being conducted at school level. Examples might be a reduction of futile bureaucracy and a shift in decision-making to a level further down in the administrative hierarchy;

- other schools and local authorities to encourage co-operation of benefit to all;

- local society and the press, so that people might come to understand the position and importance of the developing school in society and so that schools may be given the material and human support they require.

3. TEACHERS' INTERESTS

The teachers participating in the project have studied the potential for using the authority granted them to develop their teaching arrangements.

For some teachers this means new potential for forming teaching groups, for others greater co-operation with colleagues, eg team teaching.

Joint planning of instruction over both the short and the long term has increased with the project.

4. MEANS TO IMPLEMENT THE AIMS

In order to achieve the goals of the project the schools have:

i. employed diverse teaching methods, making special efforts to increase pupil-oriented working methods: independent work and group work;

ii. sent representatives to courses and seminars organised by the National Board of General Education. Head teachers and other teachers have also visited other schools, telling of their experiences;

iii. set up a local experiment organisation. The experiment is directed by the Education Committee and the local education authorities. The principals of the schools taking part in the experiment and the education authorities have formed an experiment committee. Linnala school also has its own committee consisting of the headmaster and two teachers;

iv. been able to consult the Educational Research Centre at Jyväskylä University and participate in research conducted there. The aim here has been to obtain feedback on the results of the experiment so far and to plan further measures. Discussions have been held at individual schools during special joint activity periods and in teachers' spare time;

v. used the conventional teaching aids available in schools. No special equipment is necessary for the project.

vi. where necessary supplemented the teaching staff where it was insufficient to achieve the goals. Teachers have received compensation for work done outside normal working hours. Compensation has also been provided for any extra work occasioned by the project. Teacher exchanges have not been possible. The schools have had assistants to help teachers with the routine work connected with instruction;

vii. used normal teaching material in general use throughout the experiment.

5. ADVICE FROM SPECIALISTS

Apart from the consultations with researchers mentioned in item 4 (iv), it has not been possible to resort to outside education experts. OD-methods, for example, have not been employed.

6. PHASES OF THE PROJECT

The main stages in the project are as follows:

1. Preparations for the project in spring 1982.

2. Start of the project in autumn 1982.

   Familiarisation with the potential provided by the time resource quota system and its application in teaching in the 1982-83 academic year; one experiment year.

   Reporting on experience in December 1982 and spring 1983.

3. Start of second experiment year in autumn 1983.

   The themes mentioned in item 1 were paid most attention in the 1983-84 academic year.

   Reporting on results obtained to the National Board of General Education in spring 1984.

4. Start of third experiment year in autumn 1984.

   The experiment themes will be more or less the same as before in the 1984-85 academic year.

5. Reporting to the National Board of General Education in spring 1985. The experiment will end, but the methods developed during the experiment will be made a permanent part of school operations.

The experiment is designed to span the years 1982 to 1985. Nevertheless permission to hold the experiment is awarded annually. The stages in the experiment by academic year are as follows:

1. directions from the National Board of General Education for the experiment in the next academic year (general instructions, goals of the experiment, experiment resources, conditions of the experiment permit): December;

2. debate at school and municipal level: December-January;

3. municipality submits experiment application (experiment programme: precise definition of goals, operationalisation): February;

4. statement by provincial government: February;

5. handling by National Board of General Education (approval/ rejection of experiment programme): March;

6. Ministry of Education issues experiment permits: May;

7. experiment begins at start of autumn term;

   - planning and implementation by each individual school and municipality;
   - experiment seminars by National Board of General Education;
   - interim reports to National Board of General Education;
   - participation in follow-up research.

8. Reporting on experiment during the academic year: June.

7. CRITERIA FOR DECISION-MAKING

The school decides its own teaching arrangements. This means:

- the formation of teaching groups;
- the utilisation of the teaching staff. The limiting factor here is the weekly teaching load for teachers issued for the school in question, the time resource quota, which may not be exceeded.
- free choice of teaching methods;
- decisions on the working arrangements for teachers and pupils.

The education authorities have nevertheless decided:

- the goals of the curriculum;
- text books;
- pupils' total number of lessons per week
- the number of lessons per week in each subject;
- the duration of the school year;
- the school's time resource quota.

The school may not deviate from these.

The annual working plans at school level are drawn up at teachers' meetings and joint planning sessions. They are prepared by the headmaster. Individual teaching arrangements are decided by the teachers concerned.

8. FLOW OF INFORMATION

It is the task of the school to inform the local government education authorities of the project and other matters concerning the school. Schools may also inform the public of their affairs through the press. The time resource quota system has received considerable publicity in both the local and the national press.

Official reports are submitted to the National Board of General Education through the Education Committee. A statement is appended by the provincial government.

The school's primary information task nevertheless concerns pupils' parents. This applies both to the school's own activities and educational questions.

9. TYPE OF EVALUATION

The results are assessed in reports, through follow-up research and at national seminars. The experience obtained is already being exploited nationwide. Participants in the experiment have been asked to lecture at numerous training events. The time resource quota system is to be introduced in all schools in Finland in autumn 1985. The evaluation began during the experiment is thus to continue.

10. FINANCE

Teachers participating in the experiment receive their normal salary. A separate agreement stating additional benefits has also been made for teachers in experiment schools.

Separate payment is also made for the extra time spent on reporting.

11. CO-OPERATION

The more teachers collaborate within their schools, the greater potential there is for the school to achieve its educational goals. Collaboration has clearly increased and improved during the experiment, but even so there is still room for further improvement.

12. ADVANTAGES FROM EXCHANGES

The exchange of information between schools is to be greatly recommended. Collaboration between schools could draw on the exchange of project material. At regional level collaboration means more extensive seminar activities, and the same applies at national level. Experience of this has been favourable.

The international exchange of information would be of even greater significance, for it might reveal ideas and functional models not yet known in Finland.

13. 1. It would be very interesting to know the legal rights of teachers in other countries to make their own decisions on school activities.

2. Head teachers are especially interested in the position of principals in schools of similar level and size in other countries.

3. It would also be interesting to know about the structure of the curricula in schools in other countries (division into subjects or uniform curriculum).

4. It would be useful to receive information on the flexible formation of teaching groups in schools of different sizes.

14. CO-OPERATION WITH PROJECT No. 8 AND THE CONTACT SCHOOLS

The best means of co-operation is the regular exchange of written material. To begin with schools could be issued with the names and addresses of other contact schools. It would also be useful if the CDCC could supply the contact schools with reports and summaries on their projects.

The written material could be supplemented by series of slides and video tapes, if these could be made.

Living contact between schools could, of course, be achieved by occasional visits by teachers and even pupils, should the financial resources be available.

GREECE

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ATHENA

1. THEME OF THE PROJECT

"Overcoming learning difficulties of primary school pupils through compensatory teaching".

2. OBJECTIVES OF THE PROJECT

- Pupils with mild to moderate learning difficulties must reach the educational level of their class and become able to continue their contact with the regular educational process.
- The teachers of children with learning difficulties must understand the problems and peculiarities of such children, change their attitudes, expectations and practices and facilitate their work.
- The parents must be aware of the special learning needs of their children, appreciate the necessity of compensatory teaching and increase their co-operation with the school.
- The school authorities must increase their sensitiveness and interest with such children and adopt the innovation.
- Local and central authorities must adopt the innovation.
- The public must increase his awareness on the necessity of compensatory teaching.

3. TEACHERS' INTERESTS

Teachers are interested to improve the quality of their teaching and the educational level of all children.

They want to save time, to be released from the guiltiness of failure, to increase their productivity, to be satisfied from their job.

4. MEANS TO IMPLEMENT THE AIMS

i. Self-made diagnostic tests.

Self made diagnostic tests are disseminated by the teacher in co-operation with the school adviser in order to identify the specific learning needs of the individual pupil.

ii. A seminar on compensatory teaching is going to be organised in September 1984.

- Discussions with the school staff and the parents are usually organised.

- A committee for compensatory teaching has been established in order to study, to co-ordinate, to evaluate and support all the related activities.

iii. The addition of one experienced and qualified teacher in the school staff.

iv. A resource classroom with carefully selected teaching materials has started to be organised.

v. A continuous personal communication with and between the adviser and school team involved in the project is provided.

vi. Individualised teaching methods, materials and equipment are used. They are based on the pupils individual and specific needs and on their participation and encouragement through practical learning activities.

5. During our project, we have sought the advice of Mr Theofrastos Gerou (Special Adviser in the Ministry of Education) on the ways of organisation of the innovation and on the identification of sources of information concerning compensatory teaching.

6. PHASES OF THE PROJECT

i. Identification of the problem and understanding of the need of providing additional teaching help for pupils with learning difficulties.

ii. Adoption of compensatory teaching by teachers and parents.

iii. Teacher's preparation and appointment.

iv. Diagnosis of the degree and kind of learning difficulty.

v. Implementation of the project.

vi. Evaluation of the project.

vii. Proposals for improvement.

viii. Diffusion of the innovation to other schools.

7. CRITERIA FOR DECISION-MAKING

We have absolute freedom for experimentation. There is however, a hierarchy in the right of decision-making such as the special teacher, the school staff and the head, the school adviser, the co-ordinating committee and the special adviser in the Ministry of Education. The issues that need a common decision are:

i. The development of a common curriculum for such children.

ii. The appointment of teachers.

iii. The selection of pupils.

iv. The securing of a special classroom and teaching materials and equipment.

8. FLOW OF INFORMATION

We have the duty to inform parents, teachers, the school adviser and central authorities through personal communication and documentation.

9. TYPE OF EVALUATION

We have foreseen an informal continuous evaluation by the special teacher and a formal final evaluation by the teacher, the head, the school adviser and the co-ordinating committee. We envisage the dissemination of the project to other schools.

10. FINANCE

The Ministry of Education appoints the teacher and offers the classroom. There is however, the problem of financial support for teaching materials and equipment.

11. CONCLUSIONS FROM THIS WORKING METHOD

Teacher's co-operation, participation and support seem to be a prerequisite for the successful initiation and implementation of the innovations in primary schools.

However, teachers need encouragement, information, advice and financial and administrative support to carry out the innovations successfully.

12. ADVANTAGES FROM EXCHANGES

Exchanges with other schools at all levels help to improve the implementation of innovations and provide ways for their dissemination. We can add here the need for motivation and advice to teachers to improve and continue their innovative work.

13. I wish to study in other contact schools innovations which are concerned with the organisation of primary schools to overcome pupils' needs and also innovations which are concerned with teaching materials and equipment.

14. CO-OPERATION WITH PROJECT No. 8 AND THE CONTACT SCHOOLS

The ways and means at my disposal to co-operate with:

i. CDCC's Project No. 8 are information from the permanent representative in the Project No. 8 Mr Theofrastos Gerou and from you.

ii. The contact schools of CDCC's Project No. 8 are the exchange of information in writing and meetings.

ITALY

Dott Roberto MOBILI
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ROME

1. The project involves setting up a two-year primary school course for children aged 5-6 (an early start since compulsory schooling at present starts at age 6) based on the guidelines in the ministerial committee report on reform of the primary school curriculum of 26 March 1982.

2. OBJECTIVES OF THE PROJECT

- As regards the pupils: an earlier start to formal education at age 5, with a view to a higher standard of attainment by the time pupils leave primary school.

- As regards the teachers: a new team approach, team members teaching partly together, partly on a rota basis; the teachers do not specialise totally, but they do have main responsibility for teaching particular areas or skills.

- As regards the parents: to devise a timetable more suited to families' needs and to interest parents in new educational methods.

- As regards the education authorities and other schools/ municipalities/regions: to make available syllabus innovations, new methods and new organisational models for the new ministerial committee curriculum.

3. TEACHERS' INTERESTS

The same for all the teachers in the project:

- research on special teaching methods;

- group work and organisational innovation;

- discussing theory;

- designing teaching materials.

4. MEANS TO IMPLEMENT THE AIMS

New teaching methods to give five year olds a solid basis for proficient primary school learning. The emphasis is on simple concepts such as SUCCESSION, PERIODICITY, CYCLICITY, SERIATION and TRANSFORMATION.

Use is also made of representational systems ranging from shapes of objects to symbols, diagrams, letters and numbers.

- The teachers have been meeting weekly in teams to plan lessons.

- The timetable:

  Pupils: $32^{1}/2$ hours per week, six and a half hours per day (8.30 am to 3.00 pm) including the lunch break (12.30 pm to 1.00 pm).

  Teachers: 24 hours per week, four hours 48 minutes per day (shift I 8.30 am - 1.18 pm; shift II 10.12 am - 3.00 pm; overlap: 10.12 pm - 1.18 pm).

- There are weekly study sessions on number theory, functions, use of symbols and teaching a second language.

- Teaching materials, diagrams and work sheets are produced.

- The project has made frequent use of learning games, audiovisual material, drawing materials, animal breeding and plant growing.

  There are no special salary conditions.

5. ADVICE FROM SPECIALISTS

The project supervisor is Professor Mauro Laeng. Professor Corrado Candidi of the Central Inspectorate is monitoring the pilot project for the Ministry of Education. Inspector I Desideri acted as technical consultant. Testing was done by a specialist.

6. PHASES OF THE PROJECT

The project began in 1982 and will run until 1987. The first phase is mainly concerned with laying the prescribed foundations for successful learning. The new primary school curricula drawn up by the ministerial working party will then be implemented.

7. DECISIONS

The general rules for decision-making are in the project plan drawn up by the working party (inspector, headmaster and teachers) and approved by the staff as a body and by the school council. The project was authorised by the ministry.

The working party took joint decisions on methodological and didactic options.

8. FLOW OF INFORMATION

Information is disseminated through lectures (at regional and national level), the press, educational publications and correspondence between schools. Documentation will be sent to the educational documentation library, Florence.

9. EVALUATION

Evaluation is carried out by headmaster, inspector and teachers, but mainly by an educational assessment specialist. Tests used during and at the end of the school year have been: the Tolicic, Decroly-Buyse, Boehm, Gille and Lunetta tests. Final documentation will be sent to the Regional Institute for Educational Research, Experiment and Development (IRRS E) and to the Ministry's Technical and Scientific Committee.

10. FINANCE

The ordinary school budget plus special Ministry grants for experimental schemes.

11. CONCLUSIONS

The keys to a successful experimental project are team-work and regular updating training for the teachers involved.

12. It is extremely important to compare notes with teachers from other schools (locally, regionally and internationally) in order to improve methodology.

13. The types of innovatory scheme I would like to study in other contact schools are:

- integration of infant school, primary school and secondary school courses;
- teaching of mathematics;
- computing and micro-computers in primary school.

14. Our school could co-operate with CDCC Project No. 8 and the contact schools Project No. 8 by:

- exchanging written information on curricula;
- exchanging staff visits with other contact schools;
- taking part in small meetings and in working parties;
- exchanging video cassettes.

NETHERLANDS

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1. THEME OF THE PROJECT

Creating a new type of integrated school for 4-12/13 year old children out of two existing school-types: Kindergarten (4-6 years) and "lower school" (6-12/13 years). This new integrated school is based on:

- "Autonomy" and "co-operation" as socio-emotional goals for both children and teachers.
- Development as overall goal in education: in each part, from grammar to "spatial orientation" and from "arithmetic" to "water play", we organise activities that aim on learning and underlying development.
- An organisation of the school system in which there are three types of groups; in each type of group you will find a specific learning climate and organisation.
- Room for placement in a group for socio-emotional reasons: each group is a mixed age group, a child stays about two and a half years in one group; three times a year a child can be moved to another group; this means that a child at least three times in his life at our school starts as "little one" in a group and little by little gets the position of "older one, smart one".
- Equivalent relations between child and child, child and teacher, teacher and teacher, teacher and outside expert.

2. TEACHERS' INTERESTS

The teachers are interested in:

- children;
- good relations between people;
- doing their job very well;
- taking responsibility for their own group as well as the total school-system.

3. MEANS TO IMPLEMENT THE AIMS

1. Planning systematically each year:

   - change goals;
   - activities;
   - regular evaluation as well arranged as spontaneously.

2. Decision making by the teachers, adviced by the outside experts.

3. Rhythmic schedule.

	Monday	Tuesday	Wednesday	Thursday
Week 1	Teachers-meeting with school-leader (after school-time)	-	Staff school-leader and outside experts (morning)	-
Week 2	-	Sub-team meeting with outside experts and school-leader (after school-time)	Staff (morning)	Teachers meeting with school-leader and outside experts (evenings)

(on Friday there are no meetings).

4. Readings, lecturing, discussion, observation-exercises about development (recognition stimulation).

5. Development of new curricula for reading and arithmetic, based on observation and stimulation of underlying development, by outside experts and teachers participating in it.

6. Talking (planned and spontaneous) about what we (teachers and outside experts) find important in education; development of goals for the total school-system.

7. Development and production of new materials by teachers and parents together.

8. Extra money from the government and the Educational Centre of Zealand (the institute where the outside experts work).

9. An extra teacher to make the school-leader free from his own group of children.

10. Extra time for outside experts (varying from 40 hours a week in the start of the project to 20 hours now).

11. Leadership training for the school-leader.

12. Teacher effectiveness training for all teachers and one outside expert.

4. CRITERIA FOR DECISION-MAKING

In fact the meeting of school-leader and all teachers is the main decision-making point in our organisation. Formally the local government has to approve this decision. In 1979 the school was brought under the "experiment-law". This meant that the legal prescriptions for the traditional types of school were no barriers for the development of our school.

5. FLOW OF INFORMATION

There are two levels of information flow:

1. The official level: reports to the government.
   In 1983 we delivered a report consisting of a great number of publications produced in the project-period 1975-81.

2. The inter-school level.
   The Educational Centre of Zealand takes responsibility for the flow of information towards other schools in Zealand in two ways: by producing publications to be used as a guide or as an activity-book by teachers; and by organising coaching programmes for its own change agents. In this way our experiences influence strongly the development of other schools.

6. EVALUATION OF OUR PROJECT

The project ends August 1984. That is to say: there will be no more extra money and no more extra teachers. But we will continue our activities for further development of the school. First we will have to describe a lot of things that are realised in our school. Therefore we will try to keep the extra time from the outside experts of the Educational Centre of Zealand.

Losing some of our fellow teachers means that there will be a negative effect: we will have to decrease the amount of change activities we can handle in one period.

7. CO-OPERATION WITH PROJECT No. 8 AND THE CONTACT SCHOOLS

There are a lot of things, we think, we could bring into the CDCC's Project No. 8. But we would first like to meet the other participants of the conference in Strasbourg, to be able to make better judgments about this.

NORWAY

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1. THEME OF THE PROJECT

In accordance with this principle the staff at Vardåsen school felt that a main question was "How to organise the school's learning environment to implement these aims?" In 1974 members of the teaching staff started an innovation project, "The integrated day", initiated by the Basic School Council.

The English word "integrated day" was adopted as a label on this project. The word in itself is unfortunately very broad and covers too much. It is difficult to understand the meaning behind it and the educational practices following it. An alternative way to describe the educational thoughts, covered by it, is to say that the schools are trying to organise their learning-environment in new ways. This organisation includes time, physical environment (spaces), materials, pupil organisation, subject organisation and teacher co-operation.

2. OBJECTIVES OF THE PROJECT/EFFECTS ON THOSE INVOLVED

First of all this project is trying to give the individual pupil a learning environment adapted to his or her needs and preconditions. It is pupil-centred, but not in any extreme way. It tries to make a balance between individual freedom and individual responsibility in a social context. The pupil has to learn how to be responsible for his or her own resources. To do this they have to live in an environment in school giving them the opportunity to use a wide variety of materials, their own time and qualified help from teachers. The project represents a wholistic view of teaching and learning in school.

Integrated day - organising the schools learning environment entails:

- working from a general, overall educational idea;
- children learn to be responsible for their own time and learning by selecting their programme of exercises, tasks and activities within a structure planned by the teacher;
- the school timetable is designed to suit the different amount of time allocated to various activities;
- different activities can take place in the same classroom simultaneously;
- elements from different subjects can be integrated to give a sense of purpose and reality to the children.

The basic elements of the integrated day are:

- teaching appropriate for the pupils;
- differentiated work programmes;
- the classroom designed as a workshop;
- equipment and teaching aids in the proximity of the working areas.

The teacher and staff teamwork

Teachers cannot be expected to change overnight. Innovation is a difficult task, there are so many variables, for example "How well a teacher can adjust depends on his personality and his ability to work with others".

The approach to a more open education requires of those involved an apparently more exacting intellectual approach to the problems of learning and organisation of learning.

The teacher will be required to observe and evaluate, to offer guidance, to both encourage and limit free choice, to structure appropriately the learning environment in which the child is placed, to know what has taken place and plan accordingly for future action.

Work on adapting the learning environment and testing new ways of organisation and the challenge of complying to the demands of the Model Plan have led to good teaching staff co-operation. New ways are difficult to find alone and daily impulses from colleagues are vital. Combined efforts have given strength, security and unity. There are frequent and regular team/staff meetings and continuous discussions. We have learned to recognise and respect each other's abilities and special contributions.

Parent co-operation

We have yet to achieve our aims, but we are working to improve our methods and forms of organisation. Our success very much depends on parents being informed of and involved in the changes we desire. Immediately after the commencement of the school year, a general meeting is called to brief the parents on new developments in each class.

The parents have shown great interest, understanding and support and have given their time and skills to back up our ideas.

School authorities and the local education authorities have shown great interest in our work and have given us encouragement in trying out our new ideas. We have also co-operated with the local teachers' centre about inservice training and courses for teachers. The Basic Schools Council has provided us with new impulses and contacts with other schools. The project is looked upon as a promising project to comply with the intentions of the National Model Plan

3. The teachers interests are described on page 2 "The teacher and staff teamwork".

4. ORGANISATION OF THE LEARNING ENVIRONMENT

The learning environment; of the teacher, the surroundings, of teaching aids and materials are to offer the child security and individual respect to stimulate the development of ability. The external physical factors must be adapted to provide individual challenge and a stimulation to provoke curiosity and learning motives.

We have tried to distribute the teaching resources so as to serve the needs of the individual child and to ensure that each teacher has varied resources within proximity. A wide variety of books are on open shelves at suitable heights and pupils take an ever-increasing responsibility for organising the library service. The majority of books are to be found in the reading corners, an educational resource for the teacher and a sanctuary for the child.

The school building

In this project we intend to have an open and balanced position regarding the features of the school buildings. The building is seen upon as one of many important frame factors in establishing a good learning-situation for the pupils. The teachers are not merely servants shaped by the buildings or any other special teaching organisation in school. They become the masters of these frame factors. They are given the prime responsibility shaping a challenge learning environment for their pupils.

Organising of the rooms

The school landscape is divided into different appointed activity areas - for reading, mathematics, painting, arts and crafts. The mathematics corner is well furnished with weights and scales, objects to be weighed and measures of all sorts and sizes. A section of shelving is devoted to educational games and pictures are collected into project files. The home base can be a corner of the school landscape, where an assembled class starts the school day with a song, a prayer and informal discussion. A conductive atmosphere is created by pictures, books, flowers and displays of the children's creative work. Here are low benches for the children for it is here the teacher and children enjoy close contact. The home base is ideal for discussions or class, group or individual teaching. The reading corner, well provided with books is divided off by simple mobile screens and seats 4/5 children.

The arts and crafts area is situated near the sinks, where paints, brushes, waterglasses and paper can be found.

Flexibility in organising the time to the advantage of both teacher and child

The model plan demands teaching suitable for the individual child to realise his possibilities and develop his personality and character. To reach this aim the model plan gives the teacher the freedom to reorganise the work by placing more emphasis on group and individual teaching.

Working periods can be of different duration, giving the children an entity to the school day. The Model Plan also indicates that the pupils ought to be given an increasing amount of responsibility to plan, first the school day, and then the working plan for the week and longer periods.

After a certain amount of experiment we have reached the following two models of division of the school day:

Working period	90 min	75 min
Break	15 "	15 "
Working period	45 "	60 "
Break	30 "	30 "
Working period	90 "	75 "
Break	15 "	15 "
Working period	45 "	60 "

The longer periods give the teachers and children ample composure to work. Different activities can take place simultaneously and change of activity occurs when the children have finished their work. There is adequate time for the children to work at different speeds. The shorter periods can be used for PE or music, to complete work under progress, but not necessarily be devoted to the commencement of new activities.

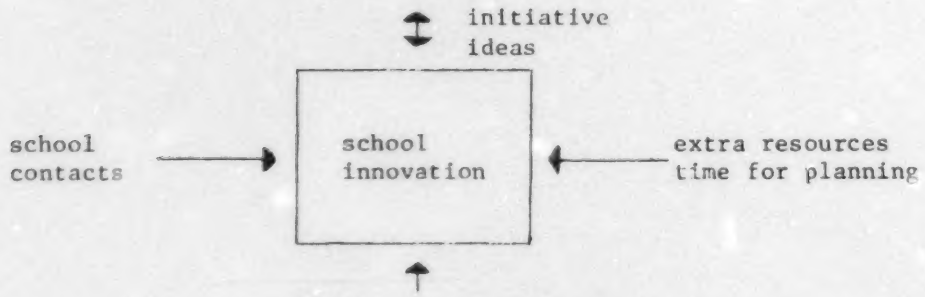
Development of independence, responsibility for learning

From the very first grade the children co-operate by working out the programme for the day, which is written out on the blackboard in elementary symbols. The programme is gradually lengthened from half an hour to an hour in the first grade to two hours in the second, and gives time for differentiated work. The children are encouraged to go on from one activity to the next without waiting for the others to get finished. They do not have to bother the teacher with "What am I to do now?" and they are gradually trained to work independently. Tasks, made by the teacher alone or in co-operation with the class can be given to individual children, to groups or to the whole class. Selection itself is an equally important element of the work programme. All the children are to be offered the freedom of choice within a certain framework. This caters for the personal interests of the individual child. In the third grade the work programme for the week is introduced, without necessarily entailing that the children plan all the lessons for the week.

Time is set apart for class and group teaching to devote time to individual needs.

It must be added that each team of three teachers, working on a half year period, draws up two/three week plans which form the very basis for pupil co-operation. This method is well established at our school and there is considerable amount of pupil activity resulting in increasing independence. Teachers realise they get more opportunity to help individual children.

5. ASSISTANCE AND INFORMATION



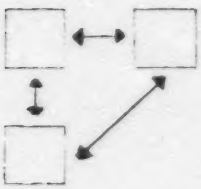
During the project the BSC's Secretariat has supported us with literature, articles and school contacts. They also planned and organised study tours to England (1975 - 1979) where we visited schools and talked to teachers. We had discussions with experts on similar projects in England.

6. MAIN PHASES OF THE PROJECT

Initiated by the BSC the project started very unpretendingly in three primary schools in different parts of Norway.

1974-77

VARDÅSEN: Innovation work - three classes 1st - 3rd grade.

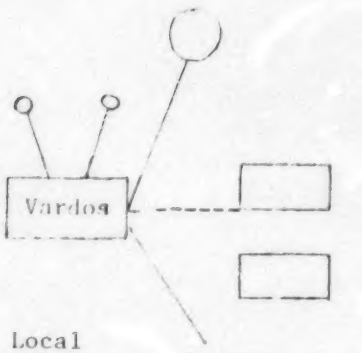


The whole staff was involved in dicussions. A report was published by the BSC (1978).

The project continued with the same classes in the 4th - 6th grade.

1977-80

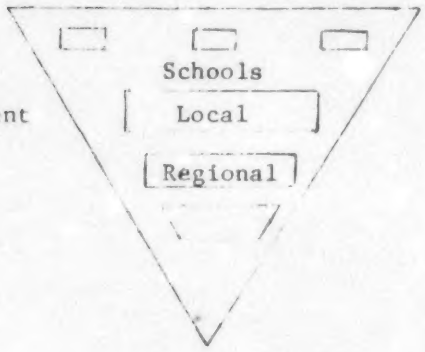
At this time all the teachers at Vardåsen were practising the "integrated day", but there were variations in ways of organising the work.



In co-operation with the local and regional school authorities we were in charge of in-service training and courses for teachers in many parts of the country. Students from the teacher training college were coming out for practice.

Youth level 7th - 9th grade - two classes continued all through the basic schools in an informal way of working. The students made very good examinations, but there are no criterions to evaluate their ability of independence and responsibility.

7. CRITERIA FOR DECISION-MAKING



The responsibility for this project was decentralised to the schools and teachers involved. They became the "experts". Decisions concerning the whole school eg economy, purchase of equipment, grouping the children were made in the regular staff meetings. Within their classroom the teachers had freedom for experimentation in accordance with the framework of guiding principles provided in the model plan. It was the task of the head to mobilise the resources.

8. FLOW OF INFORMATION

The reports, information papers, video-cassettes are distributed from the BSC in Oslo and the University of Trondheim.

9. TYPE OF EVALUATION

There has been a continuous evaluation within the project. In 1978 we initiated a co-operation with the Education Department at the University of Trondheim to get an outside evaluation. There are published four reports based on observations in the classrooms, collected information and interviews with teachers working at three different schools.

10. FINANCE

The Basic Schools Council financed one hour a week for the teachers who started the project.

BSC also financed meetings and study tours. In the last years we have applied for scholarships like other teachers have to.

11. CONCLUSIONS FROM THIS WORKING METHOD

This is the way of innovation in which we believe. When the teachers have an "ownership" of a project and control the development, they also have a positive attitude. They are not thrown into an experiment led by experts outside the schools.

12. ADVANTAGES OF EXCHANGES

Exchanges with other schools at any level are of great importance. You see, discuss and exchange experiences - the mouth to mouth way. Afterwards you are motivated to read and go into the theoretical justification of change. But it is in the classroom that the theory is tested and that its practical effects are "judged".

13. "How do children learn", is the main question for us. According to this any type of innovation concerned with the school's learning environment will be of interest.

14. CO-OPERATION WITH PROJECT No. 8 AND THE CONTACT SCHOOLS

Interaction with schools working with the same problems in primary education on international level must be of great value.

From my experience I will mainly prefer these ways of co-operation:

- school visits, the direct meeting with teachers and pupils in the classroom;
- exchange of experiences - meetings - workshops;
- written information in connection with pictures or video.

SWEDEN

Mr Uno TUVESSON
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3100 FALKENBERG

1. THEME OF THE PROJECT

Our aim is that at Fajans we can create a school where people and not regulations are at the core. Where the needs and development of the children are seen as essential. We feel it necessary to break the conventional Swedish school system with its age group categorising and to provide the opportunity for all children, from the same residential area, between the ages 1-13 to attend the same complex regardless of the fact that different local authorities have responsibility for their care and education.

2. OBJECTIVES OF THE PROJECT

Our objectives are:

- to inspire ALL personnel to work collectively with ALL the children ALL ROUND development;

- to get parents to understand firstly, that it is more important that the children "WANT TO ....." rather than that they are "ABLE TO ....." and secondly to appreciate the child's own worth rather than comparing it to others.

3. TEACHERS' INTERESTS

The staff work collectively but each individual member must have the freedom to work in his own way.

4. MEANS TO IMPLEMENT THE AIMS

The implementation of a system based on new ideas is not incumbent on the premises or the materials but on the people. That is why we began preparing the staff long in advance for this project.

We started, in small groups, by studying the teaching methods in nursery and elementary schools and the possibilities of integration.

When all the personnel had been engaged we organised a weekend course with the theme, "Getting to know each other".

At the beginning of term we set aside two days to discuss rules, regulations etc between the adults and the children.

What should we expect of each other and of the children and similarly what should the children have the right to expect of us.

During this preparation period we even visited various places that could be of interest or help to our project.

I personally visited Mr Mervyn Benford at his school in Lewknor in England.

5. ADVICE FROM SPECIALISTS

My greatest source of inspiration throughout this project has been Mr Benford in Lewknor. The staff at Fajans have also had the opportunity to listen to his lectures and also those of Mr Henry Pluckrose from Prior Weston School in London.

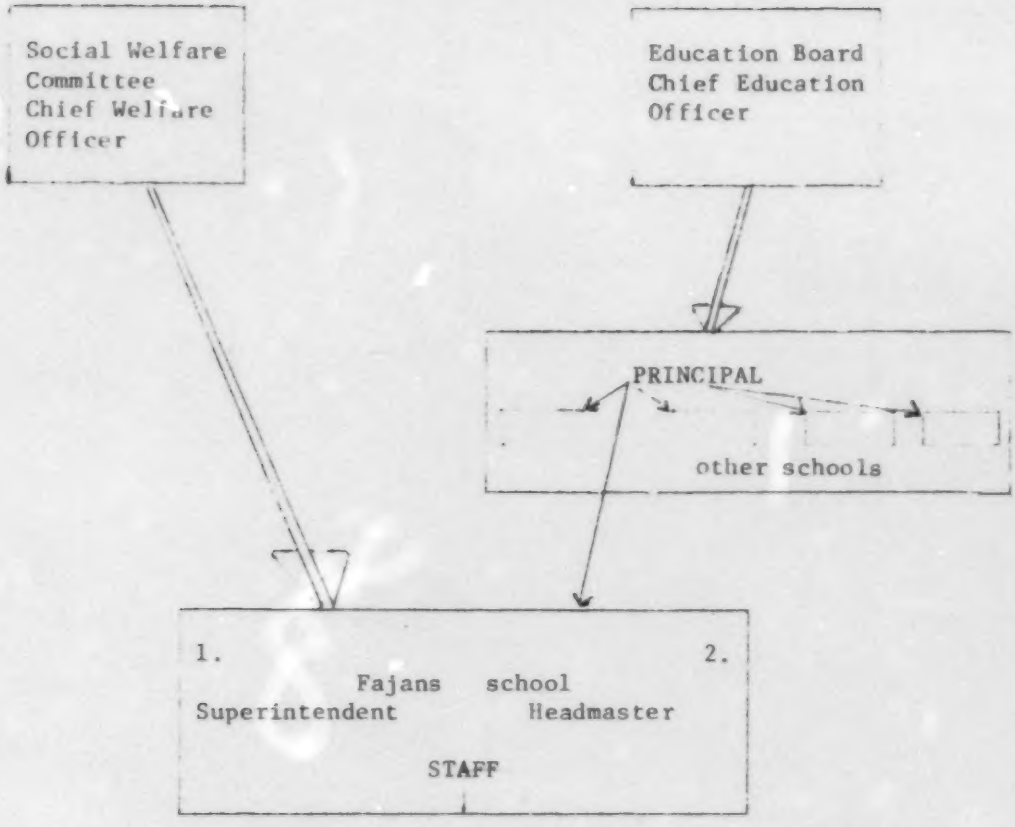
We have also had the aid of a psychologist, Monica Hallborg from Gothenburg, who helped us with group work and exercises in "group dynamics", to help prepare us for our coming task together.

6. PHASES OF THE PROJECT

March 1979	The local education board and the social welfare committee appoint a working party to look into the advantages and disadvantages of combining a child day care centre and a school (primary and secondary level) into one complex especially from the personnel and premises point of view. The working party should also concern itself with the need to keep nursery school children united in their groups at the start of their school careers.
June 1979	Working party's report ready.
Autumn 1979	Local town council approve the plan.
Spring 1980	Further training for personnel begins. Parents are informed. Architectural plans prepared.
Autumn 1980	Prospective pupils prepared. Building starts.
Spring 1981	Further training for staff. More information to parents.
August 1981	Start of term.

7. CRITERIA FOR DECISION-MAKING

The project is controlled by two authorities: the local education board and the social welfare committee (child day care centre). These two authorities function in different ways (see diagram).



1. Superintendent for child welfare.
   It is a full-time post with responsibility for teaching and administrative management.

2. Headmaster is directly responsible to the principal for administrative management.
   It is a full-time teaching post however a small portion of the post is devoted to administration.

In certain matters eg economy, the decision taking is between the social welfare committee and the school. In matters concerning teaching, great freedom is given to the staff to decide and act. The staff's own will to involve themselves is, therefore, a determining factor in co-operation. Individual members of staff also have the possibilities to carry out their own experiments.

8. FLOW OF INFORMATION

As Fajans school is not an experimental school and the system was not instigated initially by the authorities, no extra money or resources have been provided. Thus we have no responsibilities to report or document our work.

At the local level neither the social welfare committee nor the education board has, thus far, shown any great interest in evaluating our project.

We have deliberately avoided appearing as an "extraordinary" school. We see our scheme not as the one and only solution to today's school problem but as a way, among others, to an improvement, if one has the will and interest to change.

We have, for our own use and interest, written up reports of the preparation work and accounts of the last two years work.

9. EVALUATION

As ours is not an official experiment, we are under no obligations. to report on our work. There are however continuing discussions in terms of:

- what are the good points?

- what do we need to improve?

At the end of each school year we gather and evaluate our work. Parents have been asked to answer a questionnaire.

Inasmuch as this is not a question of a completed project we hope that the scheme will continue towards the specified goals.

10. FINANCE

We have the normal resources for nursery, primary and secondary schools.

11. CONCLUSIONS

To conclude:

- IF the authorities remove obstacles and,

- IF the staff have the same basic beliefs, human insight, will to work together and take responsibility, then everything is possible!

12. ADVANTAGES FROM EXCHANGES

Only positive advantages can arise from exchanges with other schools. Visits to and discussions with others stimulate creativity.

13. We would like to study essentially working methods but also to have the opportunity to discuss the role of one school in the near future. What knowledge and skills will be important in the future? How can we get the process of learning, inside and outside school, to work in a similar way and towards the same goal?

14. CO-OPERATION WITH PROJECT No. 8 AND THE CONTACT SCHOOLS

The will and interest to work with the project and with the contact schools is great but the difficulties are many, partly that all contact has to be made in a foreign language, that there is not always enough time and that, so far, we do not have any economic resources.

Written contact, tape recordings etc are of course, easy to exchange with other schools. But what would be even better however is to have the possibilities to exchange personnel.

SWITZERLAND

Mr Christian SEEBERGER
Guthirt Primary School
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SWISS SCHOOL

1. THEME OF THE PROJECT

This project is part of the SIPRI national review of Swiss primary schooling. More particularly it comes under the SIPRI sub-project on functions and forms of pupil assessment.

2. OBJECTIVES OF THE PROJECT

The Swiss project sets out to define the various functions of pupil assessment, and more particularly to introduce evaluation methods which are more appropriate to the new teaching methods (individualised learning at the pupil's own pace, group work, etc) particularly methods of formative evaluation.

In this context, our group of teachers are trying to promote formative evaluation, to find practical ways of individualising teaching and to create a sense of community among pupils, teachers and parents.

We are also very interested in the SIPRI concept of schools as institutions of continuing education (1).

3. TEACHERS' INTERESTS

Six of the 30 staff of Herti Primary School, Zug (2), are taking part in the project with a common programme.

4. MEANS TO IMPLEMENT THE AIMS

The teachers have one two-hour meeting a week. The first phase was an essentially theoretical introduction to the subject. We have just started the second, practical, phase (designing and testing methods and materials).

5. ADVICE FROM SPECIALISTS

The project is being monitored by the SIPRI field staff who work with the SIPRI contact schools. Information inputs come from the national SIPRI project, particularly the Swiss working party on school assessment. The results of the project are transmitted to the working party.

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(1) W Heller and T Strittmatter, the teaching body in a school as a unit of further education and development, Bern 1983 (to be published in French).

(2) Industrial town in German-speaking Switzerland, near Zurich.

6. PHASES OF THE PROJECT

The project began in 1980 and will end in 1985.

Its various stages might be defined as follows:

1. Exchange of information on assessment practices and inventory of problems encountered.

2. Virtues and defects of measurement instruments used (sensitivity, validity, accuracy, standardisation).

3. Logical follow-up to assessment (what and who are teachers' marks and assessments for?).

4. Distinction between progress assessment, diagnostic assessment and prediction assessment.

5. Transition from summative evaluation to formative evaluation. First trials and first corrective adjustments.

6. Information to parents on methods used (alongside conventional methods) and on aims.

7. Tests in several subjects and/or at all stages of primary school: problems linked to selection techniques.

8. Exchanges, stock-taking, difficulties encountered, pupils and parents, reactions.

9. At the end of the project, the school may continue as a pilot/ demonstration school.

7. DECISION MAKING

Decision making rules are common to all the contact schools in the SIPRI project. The field officer has a key role, however, as stimulator, co-ordinator and adviser.

8. FLOW OF INFORMATION

The project is being publicised locally and cantonally with official approval. The regular progress reports mainly take the form of information sessions (for authorities and teachers). A video cassette is also being prepared.

9. EVALUATION

i. visits;

ii. supervision by a consultant.

10. FINANCE

There is no special funding, except for attendance at training courses.

Attendance at SIPRI national events is paid for either by the confederation or the canton.

11. CONCLUSIONS

Once the project is over, the intention is to draw up a set of guidelines on innovation in primary schooling (aims, assessment, continuity, school - family co-operation).

12. ADVANTAGES OF EXCHANGES WITH OTHER SCHOOLS

We consider exchanges of ideas and material extremely worthwhile. They already take place within the SIPRI project and we are prepared to take part in a similar experiment at European level.

13. OTHER TYPES OF INNOVATION WE ARE INTERESTED IN

Curricular innovation and problems of school - parent co-operation.

14. CO-OPERATION WITH PROJECT No. 8

We agree with the co-operation arrangements suggested at the first meeting of the CDCC Project No. 8 working party on the contact schools. We are interested in contact with other schools, particularly the Danish school.

UNITED KINGDOM

Mr D E PERKIN
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1. THEME OF THE PROJECT

The structured involvement of parents in the early stages of their children's reading and literacy work.

2. OBJECTIVES

The objectives are patently to improve standards of literacy:

a. effects on pupils - achievement of higher standards and a love of books;

b. effects on teachers - restructuring of the school day, careful monitoring of progress;

c. effects on parents - committment to give time, interest and attention to children on a regular and determined basis;

d. effects on school authority - noted the general improvement in standards on borough testing;

e. effects on other authorities - acceptance of the principle now gaining ground;

f. effects on the public - not measurable as yet.

3. INTERESTS

a. Common to all teachers - all appreciate the effectiveness of the scheme but regret the effect on time tabling and organisation.

b. Specific to each - each teacher must ensure a regular (every other day) monitoring session with each child. Estimated time approximately one hour per 15 children (half class).

4. MEANS TO IMPLEMENT THE AIMS

i. Specific teaching methods
Standard if multifaceted approaches to initial teaching process involving phonic, kinetic and look and say techniques.

ii. Training courses, discussions, group work
In-house, in-service consultations and discussions.

iii. Specific organisational agreements
One teacher, appointed as full-time organiser, monitor and administrator - liaising with all class staff and parents.

iv. Adaptation and development of teaching aids
Purchase of considerable quantities of reading material from several published schemes. Classified at six monthly levels.

v. Specific material arrangements
Storage, individual and personalised book bags, record cards.

5. SPECIAL ADVISERS

i. Perhaps we might have made more rapid progress if assistance in group leading technique had been available in the early stages.

ii. What dissemination there has been has resulted from published comparative borough reading tests results, from advisers interest and from parent enthusiasm.

iii. We have been somewhat diffident over this, as our school population is mobile and comparative results within the school are therefore difficult to evaluate validly.

6. MAIN PHASES OF THE PROJECT

a. The induction of the parents and a careful exposition of their role and advantages to be gained by the meticulous adherence to the scheme.

b. Introduction of pre-reading and early reading material to the home on a regular basis.

c. Introduction of a regular half class pattern of (1) preparation with class teacher (2) read to and with parent(s) at home, (3) return to second teacher and repeat/remedial/compensatory/ further preparation.

d. Cycle in 10 contacts with two teachers in two school weeks.

7. CRITERIA FOR DECISION-MAKING

The adoption of the scheme does not allow much freedom within its operation, though ongoing assessments and judgments are being made continually. The decision therefore, once made, had to be applied unilaterally. Fortunately there was little resistance and the beneficial results were quickly reassuring.

8. DISTRIBUTION AND FLOW OF INFORMATION

This is not yet involved or envisaged.

9. EVALUATION

A monitoring process, objective and subjective is mounted every year, results tabled and interpreted with regard to further special remedial/ compensatory aps . The project will continue, but the 9-11 year old range of reading activities is still under discussion as to method and monitoring.

10. FINANCE

Some input from primary adviser 1977. Other internal fund raising and capitation allocations.

11. CONCLUSIONS

The system we operate is of course designed specifically for our situation, which is an urban, multi ethnic, artisan and relatively mobile community with many social and emotional problems. The application of this structured approach has resulted in significant improvements in reading standards and in literacy competence, but in essence it merely duplicates what does happen in more "aware" and less deprived family circumstances and formalises a pattern of home educational behaviour that many more enlightened and aesthetically sophisticated parents display without instruction.

12. ADVANTAGES OF EXCHANGES

This scheme (with variations to suit individual schools and staffing levels) is working well in several schools in the borough of Haringey. I do not doubt that such a scheme would benefit any primary school set in an area where there might be disadvantage and poor standards of literacy.

13. I would be interested in an inaction project on computer programmes aimed towards the development of literacy.

14. MEANS OF CO-OPERATION WITH PROJECT No. 8 AND THE CONTACT SCHOOL

Audio cassettes, video possibly, exchanges of teachers sounds interesting but meetings could be expensive and problematical with the language difficulties involved.

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